

# THE HERON HERALD



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## Prall's project educates girls in Pakistan

**Zalia Finnegan**  
*Staff Writer*

A big difference between a Pakistani girl's life compared to a girl in the United States is that girls here are allowed to be educated. Mia Prall, a junior at NPA, formed The Roshni Teen Project, a branch of the Roshni Centre, to help send girls to school in Pakistan and to connect teens here and there.

"One thing I think people here truly need to understand is that when we support girls' education we are supporting peace," Rabia O'Loren, founder of the Roshni Centre said.

Prall raises money for the girls that live in rural Swat Valley, Pakistan. It only takes \$30 to send a girl to school for a year, however most schools in Pakistan don't allow girls to attend.

"I started a project to connect American and Pakistani teens and I've learned that it doesn't take much to make a difference," Prall said. "The issue of girls' education has always interested me and when I found out about the Roshni Center it was an opportunity to get more involved."

Prall started this project last year. She is just getting started, but she sees great potential with what it can bring and thinks it will make a real difference in the future.

"Studies have shown that educating girls in third world countries has the potential for much greater change than any other investment," Prall said. "It brings social, political, cultural and economical growth."

Along with raising money to send girls to school, this project has a pen pal program for NPA students and

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PHOTO BY RABIA O'LOREN

**A young girl sits alone in an alley in Saidu Sharif, the capital of Swat Valley, Pakistan. NPA junior Mia Prall raises money that goes toward education for girls in Swat Valley through The Roshni Teen Project. Prall started the organization with the aid of Rabia O'Loren.**

ASHLAND TRIP

## EXECUTIVE POWER



PHOTO BY JENNY GRAHAM

**Robert McNamara (Mark Murphey, left), President Johnson (Jack Willis, center) and Vice President Hubert Humphrey (Peter Frechette) react to the rising cost of the war.**

### Willis shines as LBJ in The Great Society

**By Trinity Morton**  
*Staff Writer*

After four students were shot and killed by the National Guard at Kent State University in 1970 during a protest of the U.S. invasion of Cambodia, Jack Willis was sporting a t-shirt with the word 'student' in the center of a target.

Today, over 40 years after speaking out against the tragedies caused by the Vietnam War, Willis finds himself playing a major political contributor: President Lyndon B. Johnson. He was cast as the lead in the Oregon Shakespeare Festival productions of All the Way and The Great Society, two plays written by Robert Schenkkan that track LBJ's presidency during the Vietnam War and the Civil Rights Movement.

The Great Society is said to follow the traditional arc of a Shakespearean tragedy, wherein the tragic figure progresses out of a state of ignorance to gain essential self-knowledge. However, that knowledge comes too late and at too high a cost—hence the tragedy.

To Willis, the most impactful moment in The Great Society is LBJ's personal understanding of the reality he created by furthering US involvement in Vietnam.

"I did this.' The dream is gone, all gone and all you really know is that I did this. No one else. 'I did this.' It's his realization that he is responsible

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PHOTO BY JENNY GRAHAM

**President Johnson (Jack Willis) dictates a letter to the parents of a soldier who died in Vietnam.**

### Adopting healthy homework habits

**By Myel Gilkerson**  
*Staff Writer*

As we move into the winter season, and as the year starts to move into full swing, you'll probably start to notice something: you have a gosh-darn lot of homework. The thing is, this idea of "a lot" of homework eventually starts to become a relative term. Although everyone around you (maybe even including you!) might be moaning about homework, you shouldn't let that worry you too much, and there are a of couple reasons why.



Gilkerson

First of all, just getting adjusted to even having a substantial amount of homework is probably the biggest challenge you'll face. Often, in middle school, as well as in elementary school, homework and school can seem like two entirely different entities. You go to school for your 6-or-so hours, you do your work in class and then BAM! your school day is over.

You might wait a couple hours to do your homework, or you might do it right after you get home. Either way, homework seemed almost an afterthought, a wisp of the school day that somehow managed to follow you home by attaching its pesky little body to the interior of your backpack.

High school, on the other hand, or perhaps just NPA, brings about a different kind

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**"...having a substantial amount of homework is probably the biggest challenge you'll face."**

Myel Gilkerson

## NPA grad pursues theater in Ashland

**Maia Lemann**  
*Staff Writer*

Hoping to follow her love for theatre, Anasazi Bhakti doggedly pursued enrollment at NPA in 2005. Her relentless determination continues to guide her work toward her life passions.

Bhakti had previously been attending Arcata High while on the NPA waiting list. Eventually she decided to start showing up to classes. A few weeks later she found Jean in the hallway and asked to be officially enrolled. She wanted to attend NPA in order to pursue theatre, an interest she had followed since she was four years old.

Bhakti recounted her first ever play, "I was in my older brother's production of The Wizard of Oz because I kept showing up to rehearsals and eventually they ended up putting me in the show, so my first play was a school play at a school I didn't even attend."

Bhakti's final play at NPA was Cyrano de Bergerac, where she played Viscount Valvet. It was then that she learned the importance of humility in performance and entertainment. "My only note from Jean ever, acting wise, was 'Sazi, stop milking your death, no one cares about your

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SUBMITTED PHOTO  
**Anasazi Bhakti (left) and Mikey Hayes (right) in the NPA junior/senior play Cyrano de Bergerac. Bhakti has continued to pursue theater and is currently an understudy at the Oregon Shakespeare Festival in Ashland, OR. Her most recent role is Meg in the theatrical adaptation of the novel A Wrinkle in Time.**

TRAVEL

### NPA senior conquers Kilimanjaro

Taylor climbed to the summit of Mt. Kilimanjaro alongside his father, Alberto Taylor, over the summer of 2014. The trip, titled "Taylor Trek for Costa Rica," helped to raise money for women in Costa Rica. See page 2



ASHLAND

### OSF actor captivates as MLK

Kenajuan Bentley powerfully portrayed Dr. Martin Luther King, Jr. in The Great Society written by Robert Schenkkan and produced by the Oregon Shakespeare Festival. See page 3



NEW FACES

### NPA welcomes new exchange students

Students from China, Russia, Japan, Yemen, Sweden and Germany are begin the school year with NPA. Each one has a unique story about how they arrived in Arcata. See page 5



# Conquering Kilimanjaro

## Taylor climbs Kilimanjaro; raises funds



PHOTO BY RICARDO TAYLOR  
**Hikers hoping to summit Mt. Kilimanjaro stay the fifth night at Camp Karanga. Ricardo Taylor made the trek to the top this summer. Taylor is pictured with this father, Alberto Taylor, below. Find out more at [www.taylortrekforcostarica.com](http://www.taylortrekforcostarica.com) or by emailing [taylortrekcostarica@gmail.com](mailto:taylortrekcostarica@gmail.com).**

**By Dexter McNally**  
*Staff Writer*

This summer, NPA senior Ricardo Taylor and his father Alberto Taylor traveled to Tanzania to conquer the tallest peak in Africa, Mt. Kilimanjaro. Their journey, titled the Taylor Trek for Costa Rica, was a venture for Project La Trinidad, an Arcata Rotary undertaking focused on bringing economic development to the women of the Costa Rican highlands. Though Taylor described most of the eight-day climb as easy, it still was harsh and put massive strain on the hiker's bodies. "We went with a group of eight other people and we all got altitude sickness. We all coughed up or sneezed blood and the other eight vomited," Taylor recounted. Mt. Kilimanjaro stands at 19,341 feet tall (5,895 meters), a height that caused altitude sickness, indicating the intensity of the climb. Altitude sickness can degrade health quickly, moving from headaches to coughing blood, vomiting and convulsions. It can even lead to cerebral oedema, a potentially life-threatening condition caused by an excessive accumulation of fluid in the brain. Taylor and his father prepared for the climb over several months, with techniques varying from sleeping in hypo-

baric chambers designed to simulate the altitude of Kilimanjaro, to hiking ten-mile treks every weekend. "All the preparation paid off," Taylor said, explaining the symptoms of his fellow hikers. "But it was still tough, especially on the last day when we had to climb from 14,000 feet to the top in seven hours." Taylor went on by saying, "We started at midnight, and I was motivated at first, but after every hour my motivation just kept going down. There were times I thought I was going to die, because it's pitch black and I was sneezing blood. All around me people were crying and vomiting. It was scary at times." However, Taylor's perspective on the climb changed with the dawn. "The moment I knew I was going to make it was when I saw the sun rise. It was amazing because you're doing the hardest thing you've ever done in your entire life, but when you see the sun rise, you know it's almost over and you feel this feeling of happiness that's almost unexplainable. But once I got to the top I knew it was true what Kanye West said: "You can do anything." But why did Taylor and his father climb Kilimanjaro? Taylor says the idea for the climb stemmed from his father recognizing an opportunity to combine a cause



PHOTO SUBMITTED  
**Ricardo Taylor (left) and his father Alberto Taylor (right) stand at their destination, Uhuru Peak.**

he was passionate about with a goal he and his son shared: to climb Kilimanjaro together. Years before, Taylor's father worked in the lowlands around the base of Kilimanjaro, doing volunteer dentist work for the locals. He always longed to go back and climb Kilimanjaro with his son. Alberto Taylor also participated in an exploratory expedition with Project La Trinidad into the underdeveloped Costa Rican highlands, to discover the major needs of the women who live there. They found that the women primarily needed access to

work. Project La Trinidad fulfills this need by encouraging small business development in the area, from helping businesses where women make cheese and jam, to launching small mushroom farms. Project La Trinidad is also in partnerships with Club Rotario San Jose Noreste, Costa Rica (another rotary club) and the Fundación Mujer, which is a successful advocate for women in Central America and a supporter of grassroots organizations. Taylor Trek for Costa Rica has already raised over \$6,000 with one presentation to the Arca-

DRAWING BY MORRIS BARNES



## Why a Newspaper?

### The Heron Herald's underlying purpose

There are so many interesting things going on all the time in the NPA community, it would be very difficult for anyone to be completely informed—which is where we come in. The purpose of the Heron Herald (HH) is to raise student awareness of matters that affect our school and local community. This publication will bring attention to relevant issues that require response and to stories that deserve consideration. The newspaper staff aims to keep you all up to speed while generating a tangible reflection of the NPA experience. Most of us are used to being partially confused about what's going on. After all, it's hard enough to keep up with the workload and maintain some remnant of a social life, so worrying about anything unrelated to homework or your immediate friend group seems excessive. In fact, it feels nearly impossible to know who went where over the summer, the backstory on the new physics teacher, and what Mia's nonprofit is really about. But we have breaking news: it's not impossible. In fact, given that you are reading this, that information and more is literally at your fingertips. And in further news, being informed isn't excessive at all—it's important! For that reason, all of the included articles seek to share information you may not have been aware of or may not have considered. In this first issue we acknowledge our exchange students. Although their stay is temporary, every student who comes to NPA on exchange is just as much a part of the community as anyone. They bring new perspectives rooted in other cultures which are often very different from our own, creating an opportunity to for us to share and learn with them. Gaia Denisi writes about the NPA Jazz Band in order to raise awareness of its existence and significance. Jazz Band is an integral part of high school for those who participate, and therefore it is important to NPA as a whole. All of these articles identify different voices in our school or larger community. Experiences can differ greatly on an individual level, but through our collection of stories we hope to convey NPA in a way that is both eclectic and cohesive. Allow me to use a choir metaphor to clarify my point: Sometimes Amy Bazemore instigates an alto solo in choir to draw attention to their low and soothing voices. Curiously, this does not take away from the power of the whole group. Through the isolation of the alto part, which is difficult to distinguish when choir is in full swing, an appreciation arises for the way that these women add to the pluralistic unity of song. Similarly, the HH (Amy) will highlight subjects of deemed importance (the altos) in the hope of ultimately bringing all of our voices together. And like the appreciation that arises in choir, we want to foster an interest in the harmony of our student body. We welcome your involvement.



Morton

## New teacher

### Guerrero on effective learning

**By Rosemary Stevens**  
*Staff Writer*

Alyssa Guerrero, NPA's new chemistry and biology teacher, passionately believes that effective learning does not depend on location, resources, or technology, but on the convictions and commitment of both the teacher and the student. Guerrero's constant laughing smile reflects her positive attitude towards education and life in general. The Los Angeles native has moved up and down California's coast several times and even lived in Las Vegas for a year. Guerrero believes that moving so often has helped her to become more adaptable to whatever life might throw at her. "I've learned to connect with people wherever I'm at," Guerrero said. "Even though I haven't known them my whole life or might not maintain a relationship with them for the rest of my life, fostering those relationships for whatever amount of time I'm in a place is still very valuable." Guerrero has always been a naturally curious person, which led to her strong interest in science. In high school, however, she lost most of her enthusiasm for the field. She was not considered a model student and didn't have teachers that cared enough to help her out or check in with her, so her academic motivation dwindled. "It's wanting to give the opposite experience of what I had," Guerrero said when explaining her



PHOTO BY TRINITY MORTON  
**Alyssa Guerrero patiently converses with her senior biology class.**

## New teacher Scanlon-Hill tells of life in the Congo

**By Gaia Denisi**  
*Staff Writer*

NPA always strives to be internationally aware, and after spending years in the Congo, Nick Scanlon-Hill, the new physics teacher, has a unique perspective to offer. "I think traveling is one of the main things a person should do in life," Scanlon-Hill said. "It's about becoming a citizen of the world."

**"I think traveling is one of the main things a person should do in life. It's about becoming a citizen of the world."**

Nick Scanlon-Hill

Scanlon-Hill originally went to the Congo to teach math and physics with the Peace Corps in Zaire for two years in order to pay for his college education. After his tie with the school was up, he remained another year and became involved with agriculture. "When you land in Zaire, the airport is an hour away from town, and you have to drive 55 mph through slums on a dirt road to get there," Scanlon-Hill said. He was shocked by the amount of poverty he saw as he sped through what the locals call "Shanty Town." "There was no water, no power, everyone was living on top of each other in paper shacks," he said. When Scanlon-Hill drove back

through the same town on his way back to the airport three years later, he was shocked by how well off they were. "It was the same people, in the same houses. Nothing was any different," Scanlon-Hill remarked. "My perception of poverty had changed." According to Scanlon-Hill, all the political struggles and civil wars have been extremely hard on Zaire, and the fighting has taken a toll on their society. "But as individuals they're so generous, so welcoming, it's part of their culture," Scanlon-Hill said. "In Zaire if you look lost, you'll have three people come up to you and try to help." Even after all the poverty he saw there, Scanlon-Hill said that the hardest part was coming back to the United States. "[It was hard] seeing all the excess materialism, but also how miserable everyone was, despite their wealth," Scanlon-Hill said. "The Africans come to joy more easily, despite their poverty." After his time in the Congo, Scanlon-Hill is eager to help make students more aware. "Half the world or more lives in poverty," he said, "And going to those places is important, or at least realizing that they exist." The international focus of NPA and the Baccalaureate program is part of what appealed to Scanlon-Hill in the first place. "The IB is largely about having a concept of the world as a whole, not just your own little part in it," Scanlon-Hill said. "It's about creating world-conscious people."





PHOTO BY JENNY GRAHAM  
**Dr. Martin Luther King, Jr. (Kenajuan Bentley) learns that the he grossly underestimated the extent of the hatred, racism and brutality in Chicago and the North.**

## OSF actor Bentley shares thoughts on playing MLK and social change

**Maya Makino**  
*Staff Writer*

Kenajuan Bentley is the actor who powerfully portrayed Dr. King in The Great Society written by Robert Schenkan and produced by the Oregon Shakespeare Festival. The play is about the second term of Lyndon Johnson's presidency, which spanned the beginnings of both the Vietnam War and the Civil Rights Movement.

As he was exiting the theatre moments after the play, Bentley came across as a confident presence with a welcoming smile and a warm voice. On stage he was completely convincing as Dr. King, but in his casual street clothes he seemed like a regular guy, albeit striking and more poised.

He believes that the racial issues examined in the play are still relevant 50 years later. "If you put those black and white stills [of racial violence in the play] in color they would look just like Ferguson today," Bentley remarked.

Bentley admitted that he was surprised to learn a lot of things from the play. He said, "I wasn't so aware about discrimination in the North, but in Chicago it was just as ugly as the South. It opened my eyes to a more universal problem."

He wishes that he had seen the play when he was younger. Before acting in The Great Society he didn't know a lot about many of the historical figures in the play. It was only when reading the script that he learned about Jimmie Lee Jackson, the unarmed protester killed by police whose death inspired the civil rights marches from Selma to Montgomery, Alabama.

Bentley wants more young people to see the play. He said, "I want them to think about change."

The 39-year-old actor discovered theater was his calling around age six, when he acted in a school play. However, even before that, he knew he liked to perform. He would stand on a chair to tell stories or perform skits for his mother and her friends. "I entertained her friends for her; I always liked an audience," he said.

The Great Society includes graphic descriptions of police brutality as well as an ongoing tally of the U.S. military deaths in Vietnam. In the play, which he may perform up to four times a week, Bentley delivers an emotionally charged performance. Afterwards he feels shaken up.

In order to disconnect from his demanding character he said "After every show I literally have to sit in silence to collect my thoughts. I'll sit for a half-hour in my apartment with no food even though I'm so hungry, no music, no TV. It's a big chunky show; it's exhausting."

"Putting on a play is a lot of work, lots of rehearsals, it takes time but you can make it happen," Bentley said.

One thing the actor wants people to understand about theater is the amount of unseen work that goes on backstage. For example, the people in charge of designing and making props and costumes and the people who stay backstage to facilitate quick costume changes during the play. There are also the people who spend hours setting up and removing the set every day.

He explained "Backstage, the stage manager is God. It's the inner workings that make it possible."

Working on the play, Bentley learned that "history and art make a good combination," especially when conveying an important message.

## SAT changes to expect in 2016

**Benjamin Leopardo**  
*Staff Writer*

The SAT reasoning test, which has been an important part of the college application process for decades, is due to undergo a massive overhaul which will take effect in 2016.

"The new format sounds good with data analysis and problem solving added. I haven't actually seen the test so it is hard to judge. I hope it truly reflects assessment of the common core standards," Kathy Finlay, SAT coordinator for NPA said.

Possibly the most major change to

***"Not only is the way the test is graded being changed, but the test itself is also being altered significantly."***

Benjamin Leopardo

the way the test is graded is that now test-takers will no longer be penalized for wrong answers. In the current test, a wrong answer amounts to a deduction of ¼ of a point, while an omitted question neither adds or subtracts points. In other words, beginning with the new test format, omitting a question and answering it incorrectly will have the same result.

Not only is the way the test is graded being changed, but the test itself is also being altered significantly. First, the test is being taken back to a total of 1,600 possible points from the 2,400 point system it adopted in 2005. To achieve this, the reading and writing categories are being merged into a single 800 point category.

Of equal importance is the fact that the essay will become optional. Those who do take the essay will receive 50 rather than 25 minutes, and the essay will be an analysis of a 650-750 word document. The quality of reasoning will also be taken into account in the grading, a criterion absent from the current form of the test.

For all the immediately noticeable changes to the test, there are others that are more subtle, but potentially just as critical. For instance, there will now be fewer questions, but they will be more complex and require more reasoning. In addition, much of the more difficult vocabulary will be removed from the test as the SAT decided that many of the words were not particularly useful in the real world. The number of potential answers on a given question will also shrink from five to four.

The math section, while it will still be have a total of 800 possible points, will experience some changes as well. For 20 of the 57 questions, calculators will not be permitted. The focus of the math on the test is also being shifted. While the current test has questions in a wide array of areas, the new test will focus on problem solving and data analysis, as well as what kaptest.com calls "the heart of algebra," and "passport to advanced math, in addition to real-world problem solving accompanied by informational graphics."

The new combined reading and writing section will include new elements as well. Sentence completion questions will be eliminated in favor of more analysis-based questions, which will often pertain to passages about history, science, or excerpts from literature. The essay will be assessed separately from this section, should test-takers choose to write it.

The new test, without the 50 minute essay, will be three hours, as opposed to the current three hour and forty-five minute test.

The present sophomores will be the first class to take the new SAT in 2016. Raven Arnold, NPA sophomore said, "I think the essay shouldn't be optional because it's easier to get an understanding of your knowledge through your writing."

In the end, despite these changes, the SAT test will continue to be an essential part of the college admission process and a great hurdle for any college-bound high school student.



### GILKERSON

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of homework. Instead of that little wisp, it's as if the entire school decided to pack up, shove itself into one of the NPA tennis vans, follow you home (honking the entire way), and then finally set up shop on top of your desk.

When you come to terms with the idea that the homework is really just a continuation of the school day,

then things will become a heck of a lot easier for you. Secondly, the more you actually do your homework, the easier it gets to just do it. You will gradually gain a sort of habit and, if everything goes right, by senior year you will actually feel guilty when not doing homework.

Bottom line is, if you just do the homework, and you do it now, while things are still relatively simple, then everything will be much easier for you in the long run.

### ROSHNI

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girls in Swat Valley. Many girls have started writing to Pakistani teens and enjoy learning about their lives and getting to know someone new.

"Its been hard finding girls to connect with in Pakistan," Prall admitted. "Their culture is so strict that often times they aren't allowed to talk to girls in the United States."

The students who are writing to girls in Pakistan have all learned the same thing: the girls there aren't much different from the girls here. Despite all the cultural differences, girls are still able to bond, share interests and get to know each other.

"It's definitely been an interesting experience talking to my pen pal. Pakistan is so different from what we hear in the news," Maya Makino, a participant of the pen pal program said. "They have normal lives and our lives are surprisingly similar. She sent me a picture of her friends and her all making duck faces. We talked about our star signs to-

gether. No matter where we live, we all fall for the same things."

Not only does this program bring teens together, it expands their knowledge of foreign countries. Teens have a better grasp on what is going on in the world around them by talking to someone on a different continent.

"Forming connections with young people from such a different culture and background is a great way to expand our knowledge of different cultures," Prall said. "Talking to Pakistani girls has allowed me to gain a different perspective on culture. I think that making connections with girls in Pakistan is beneficial for teenagers in both Pakistan and the U.S."

In under a year, The Roshni Teen Project has raised enough money to send over 20 Pakistani girls to school, and this is just the beginning. In her attempt to raise awareness of girls' education in Pakistan, Prall has an abundance of ideas for the future of her project and she hopes to make a difference for as many girls as possible.



PHOTO BY RABIA O'LOREN  
**A girl and her classmates sit at their crowded mountain school in Marghuzar, Pakistan.**





PHOTO BY MORRIS BARNES  
Morris Barnes' short-term host family at breakfast: Hideko Hama (right) and her sister's relatives.

## Barnes voyages to Japan and experiences cultural differences

**Benjamin Leopardo**  
*Staff Writer*

While many NPA students were probably enjoying their respective couches or computers this summer, senior Morris (Mo) Barnes set off on a voyage to Japan; more specifically, to the town of Maihama in Tokyo, most famous for being the residence of the Tokyo Disneyland.

***“I think that [the Japanese are] geared towards cooperation in a way that we aren’t. We’ve got a real focus on individualism, but they work together in a way that’s really admirable.”***

Morris Barnes

His simple mission statement was to “see a part of the world that was different from what I’m used to.” As a city with over 13 million inhabitants in its metropolis alone, it’s hard to think of anywhere more different from Arcata. Since the trip was with an exchange program, Youth for Understanding, there weren’t any familiar faces either.

“[There were] more people than I’ve ever seen in one place before,” Barnes recalled as quite possibly the most striking aspect he observed about Tokyo.

He said that he had an interesting host family. His situation there was rather unique by Japanese standards.

“Separation is really uncommon [in Japan], but I was in a house where it was a single dad and his son,”

Barnes remarked. “The mother and daughter, who I never met, lived somewhere else in Tokyo.”

Barnes picked up some Japanese in the six weeks he spent in Tokyo, but often conversed in English. “They all learn English in school there. They don’t have a choice about it ... so almost everybody could speak basic English,” he said. “But by the time I left I could order food in a restaurant if I had to.”

About the language in general he remarked, “I think it’s really nice but it’s really hard to learn because the structure’s backwards.” He also added that his favorite word was “genki,” an adjective meaning healthy or energetic.

Oddly enough, even though his visit took place during summer, he still attended school in Japan since breaks there are only three weeks long. “They have school six days a week. They go to school on Saturdays and their school days tend to be longer since everybody’s in a club,” Barnes said.

From this experience, Barnes has gained some cultural insight as well. “I think that [the Japanese are] geared towards cooperation in a way that we aren’t. We’ve got a real focus on individualism, but they work together in a way that’s really admirable,” Barnes said. “Especially in Tokyo where you can have a subway car with literally like no space between you and people around you ... you have to not be so worried about getting exactly where you’re going and what you’re after as much as moving together and all helping each other along.”

With this note on the considerable difference between the culture of Japan and the West, it is apparent that Mo Barnes has successfully fulfilled his stated mission.



PHOTO SUBMITTED  
Morris Barnes stands dwarfed in front of a stone carving at Nokogiri-Yama, Japan. Barnes was in Japan for a total of six weeks. He stayed with host families and attended high school.



PHOTO BY CONRADO EIROA-SOLANS  
Conrado Eiroa-Solans practices trials in Trinidad during the summer.

## Eiroa-Solans enjoying second year at NPA; talks studying abroad and competitive bike trials

**By Trinity Morton**  
*Staff Writer*

Conrado Eiroa-Solans, now a senior, entered the NPA community at the beginning of his junior year from across the ocean. He left Madrid, Spain and traveled to the U.S. for exactly what an International Baccalaureate high school would provide: impactful education.

“I came to the US because it has a good education system. My dad also studied here when he was 16 and he liked it.”

Though not the first in his family to study abroad in the United States, Eiroa-Solans did not feel prepared for utter immersion into an English-only environment. He said that he learned to read, write and understand English prior to his exchange, but did not speak fluently until he came here.

As well as growing accustomed to the language, Eiroa-Solans also had to adjust to the many quirks and oddities that define NPA.

“In the beginning I thought it was going to be a ‘typical American school,’ like what you see in movies. Then I came here and saw it was in a church.”

NPA is certainly far from the kind of high school experience depicted in Hollywood. Even with

the surprises, Eiroa-Solans quickly found his niche in our student body. Given his relaxed and easy-going demeanor his social ease is far from shocking. What may not be apparent, however, is that Eiroa-Solans is a competitor.

In Spain he partook in the primarily European sport of bike trials. The objective of trials is to pass through a circuit full of obstacles to jump over, on a specially suited bike, without the rider letting their feet touch the ground.

He became involved with the sport when he was 13. A good friend of his bought a trials bike and Eiroa-Solans tried it out for the first time at his friend’s house. After his discovery, he started practicing on his little sister’s bike because he could maneuver it well. He bought his first trials bike a couple of months later.

Eiroa-Solans went on to place 12th in the Spanish national competition against roughly 50 other people in his age group, after only two and a half years of riding. He won the Madrid trials competition after three years of experience.

“I tell myself I’m going to lose anyway, and then I just compete like I have nothing to lose,” Eiroa-Solans reflected on coping with

nerves before competitions.

Choosing to spend two years abroad at an academically demanding school was an impactful decision given his athletic concentration.

Eiroa-Solans confessed that his time here has definitely affected his riding.

“It’s hard to practice when you have no one to ride with, and it gets boring riding by yourself,” he said.

Although his exchange has made it difficult to keep up with bike trials, Eiroa-Solans is glad he came to NPA. It is clear he has an appreciation for the value of education. Part of why he came to the United States was to take the SAT and open doors for further opportunities of study at the collegiate level.

Time will tell what the future holds after high school for student-athlete Conrado Eiroa-Solans. In the meantime, he plans to complete his senior year at not-so-high-school-musical NPA, where he will surely be provided with a great education—and maybe a crowbar, too.



Eiroa-Solans

## BHAKTI

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character. Get off stage.”

“I definitely always wanted to pursue theatre in college,” Bhakti said. After graduating NPA, Bhakti attended Southern Oregon University (OSU) specifically for their theatre program. This led to her involvement in the Oregon Shakespeare Festival (OSF) which she previously hadn’t realized was a significant achievement. Bhakti remembers traveling to Ashland when she attended NPA, but she remarked, “I thought I was better than OSF, I didn’t realize what a big deal it was.”

***“I thought I was better than OSF, I didn’t realize what a big deal it was.”***

Anasazi Bhakti

This season at OSF, she’s been working as an understudy as well as working on other theatre projects with her friends. In one play she is the stage manager, actor, and in charge of props and costumes. She admits multitasking may be a talent she picked up at NPA, where she both ran lighting and performed on stage.

“[At NPA] everyone was always pushing for the creative side.” Unlike other students at SOU when Bhakti started school, she maintained enthusiasm and perseverance to chase the work she loved: entertainment. “I had so many people who thought I should follow my dreams and pursue what I wanted, no matter what it was.”

Bhakti explained NPA’s major effects on her: a determined outlook, pursuing what she loves, a solid work ethic, and the pure joy she felt during the two weeks of the school play.

Even though she’s dedicated the past few years of her life to theatre, she emphatically declared, “Live theatre was never my end goal.” Bhakti voices ambitions of following her dream to become a comedian. She admitted, “I’ve been writing stand up in my head.”

She plans to move to Los Angeles to find more opportunities that will aid her growth as a comedian. She thinks “[stand up comedy] sounds horrible. I have terrible stage fright. It’d just be me, and my words.” Bhakti said she has “always dreamed of being on Saturday Night Live or a correspondent on the Daily Show.” She resolutely described her chances as decent.

Recently there has been a push for an equal demographic of males and females in comedy since there is such an unbalanced ratio, with men dominating the business. “[It’s] more unique to be a woman, but you have to be way funnier for people to think you’re a little funny. I’ll get a lot more criticism for a lot longer.”

She is drawn to comedy because “[comedians] tell us stories about horrible things in our world and make us laugh because it’s so crazy but then you remember it’s real. It’s all storytelling. I feel very passionate about [comedy].

See BHAKTI page 6





# Understanding the Understudy

## Anasazi Bhatki shares personal insights

**By Myel Gilkerson**  
*Staff Writer*

The role of an understudy in a theatrical production is one that is rarely respected or even acknowledged by the audience, a fact that Anasazi Bhatki, understudy for the role of Meg, played by actor Alejandra Escalante in the Oregon Shakespeare Festival's A Wrinkle in Time, has had to come to terms with.

"[Being an understudy] is probably the hardest job in theatre that is the most unappreciated. And if everything goes right, no one ever sees you," Bhatki said, who worked as an understudy for several months on this production.

As an understudy, Bhatki is expected to memorize the lines of the character she is understudying, be familiar with the movements and mannerisms of the character, and overall be able to accurately reproduce how that character is played in the event that the primary actor is unable to perform. It's all the work of an actor, but without any of the glory.

"The thing about understudying, in my opinion, is it's not act-

ing," Bhatki said. "My job is to, in the rehearsal space, show up every single day and watch the show and watch my character and learn the choices that that actor makes and the motivations that that actor picks, because it's not my role."

Along with all of these tasks, Bhatki as an understudy is also expected to be ready to replace the actor at a moment's notice. "I am understudying four roles in three shows, and I've gone on three times, and I've had two hours' notice each time I've gone on."

Unlike a regular actor, understudies also often have very few opportunities to actually practice the production before opening night. Instead, they are given resources such as videos of the production to watch and must attempt to learn the intricacies of the production through observation.

"They have DVDs for us, but by equity laws they have to stay on [the Oregon Shakespeare Festival] campus," Bhatki said. "I've seen 'Comedy of Errors' over 100 times, I've seen [A Wrinkle in Time] probably 80 times, and



PHOTO BY JENNY GRAHAM  
**Charles Wallace (Sara Bruner, left) and Meg (Alejandra Escalante) tesser to Camazotz.**

it's me just sitting there, in my mind, blocking where the actor goes."

In Bhatki's case, and in the case of the rest of the understudies in the Oregon Shakespeare Festival, they are given few opportunities throughout the season to actually rehearse the productions on stage.

"Throughout the year we get three understudy rehearsals, and that's where all the understudies get to be on the stage, and walk through the blocking," Bhatki said.

"But that usually doesn't happen until a month after the show happens."

Despite the hardships of being an understudy, Bhatki continues to pursue a career in acting. "I think one of the reasons why I'm really pulled to theatre, and always have been, is I really like telling stories," Bhatki said. "And that's what I think theatre is, it's a way to communicate and to relate through story."

### WILLIS

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for close to 40,000 men dying—American men. Hundreds of thousands of people died because of him," Willis tapped his vodka soda on the table to emphasize each word, "Children, women, civilians, innocents, killed because of him."

LBJ's state of ignorance within the context of the play resulted in the colossal devastation of war. With such a divisive character, Willis relies on the principle that all men want to do the right thing, regardless of the nature of their actions. He is dedicated to understanding every character's motives.

Even if Willis were to play Adolf Hitler, he explained, "...the actor has to go, 'Adolf Hitler is doing this because he thinks it's the right thing to do. The world will be a better place.' He really believes that," Willis said. "You can't play 'I just want to be evil.' No one just wants to be evil. They do evil things because they think that's the right thing to do."

Despite his commitment to playing each role with sincerity, Willis acknowledged that his own political opinions may affect his performance. All the Way, the prequel to The Great Society, was performed in Ashland during a presidential election year.

In a line where LBJ lists Democratic priorities, such as health care, Willis would emphatically pronounce "Democratic Party" in order to bring the audience's attention to the benefit of those political values.

Willis mentioned that if he hadn't launched into acting he would have gone into politics. His heavy involvement in debate in high school undoubtedly groomed him for life as an actor, but it wasn't until his junior year that Willis first performed in a play.

"I was like 'wow, the girls are noticing me,'" he recalled on discovering theater. Once the ball started rolling, colleges also began to notice his talent. Willis received acting scholarships that enabled him to obtain a graduate degree with only \$5,000 of debt. His theatrical ability also financed the college educations of his two sons—a difficult feat for any kind of artist.

When Willis recited acting roles he considers successful, his portrayal of LBJ was one of the first on the list. Yet even with accomplishments as significant as All the Way and The Great Society, Willis remarked, "What I like to say is, my best work has not been done yet. It's in the future."

# Building Bridges

## NPA welcomes new exchange students



Laudon

Vega Laudon, an exchange student in her junior year at NPA, has traveled here from Northern Sweden. In Vännfors, her hometown of 200 people, Laudon lives with her mom, dad, and two younger sisters. In her free time, besides hanging out with friends, hiking, drawing and reading, Laudon competes in a sport called orienteering. The sport, which takes place outdoors, involves competitors using maps and compasses to navigate from point to point as quickly as they can. Laudon enjoys running, and while at home she uses her running skills in orienteering. She demonstrates them here by competing on the NPA track team. Given her affinity for nature, Humboldt has been a good fit for Laudon. She loves the tall trees and says that Arcata is very "cozy." Her host sister at NPA is senior Maia Lemann.



Tsuchida

Hinano Tsuchida is a new addition to NPA's foreign exchange student body. Tsuchida is a 15-year-old girl from Uji, Japan. She is in the tenth grade. Prior to coming to NPA, she attended Ritsumeikan Uji Junior and Senior High School, an IB school. Tsuchida's favorite academic subject is science. She wants to study natural sciences in college, and eventually become a biologist with a focus on bacteria. When Tsuchida has time outside of school, she likes to cook and shop. Tsuchida hopes this will be a good year and that she will make friends at NPA.



Heckel

Clemens Heckel came to NPA from Velbert, Germany and is staying with his third cousin. He joined the junior class and the IB program, but is only planning to stay for one year. Heckel is 16 years old and is easily spotted around campus with his relaxed demeanor and large smile. "I wanted to do exchange because I wanted to meet new people," Heckel said. He likes biology because he appreciates being able to see what he is learning about in the real world. He also enjoys sports, and in Germany he has played handball for the past ten years. He likes to play offense in soccer as well. Foreign exchange has brought many changes for Heckel, but he is happy to be here.



Abdullahis

Abdulrahman Abdullahis 15 years old and at NPA on exchange from his home in Yemen. His favorite thing here so far is the variety of sports offered in connection with the school. He is especially interested in cross-country and surfing. The hardest thing to adjust to, he said, is being on his own. He misses his mother, father, and brother back at home, but he is enjoying his time in America. "I like doing American things," he joked. "There are many sports here that we do not do at home." Abdullah is excited to see how the rest of his stay turns out. "I'm hoping to have a good experience."



Hu

Fifteen-year-old Xiaoyue Hu, (Shirley) has traveled all the way from Zigong, Sichuan, China to experience life in the United States. She is taking this year to practice her English and discover what she is passionate about. "I'm searching for what I like right now, trying new things," Shirley said. "I'm just waiting for new things to come to me." She comes across as a sweet and intelligent young girl with a great sense of humor. She is also exceptionally outgoing for an exchange student. Though she is polite and respectful, she isn't afraid to be the one to start conversations.



Gadzhiev

Omar Gadzhiev, agreeing to his mother's wishes, left his home, parents and brother in Moscow to attend high school in the United States as a freshman. Gadzhiev was complicit with the idea, since he was interested in trying something new. He'd previously visited Miami, Florida while on family vacation, and came away with a favorable impression of America. Gadzhiev says that living in Arcata is a lot different than living in Moscow. "In Moscow you don't walk. You drive in your car and don't interact, but in Arcata people say hi to me everywhere, even if I don't know them." Gadzhiev enjoys the intimate setting NPA provides, especially Mr. Warnock's math class. Gadzhiev smiled explaining his most memorable moment, volunteering at the Mad River Hospital with his host family. He has been enjoying his time in California.



PHOTO BY TRINITY MORTON  
**Amy Chalfant addresses her IB music class.**

### New music teacher Chalfant ready to take on the IB

**Benjamin Leopardo**  
*Staff Writer*

This year Amy Chalfant, a singer and musician herself, is excited to undertake the task of teaching IB students the ropes of western art music.

A longtime veteran in the field, she began playing piano when she was four and decided she wanted to be a music teacher her senior year in high school.

"I just really like sharing knowledge. There's something about that instant when someone realizes something they didn't previously know; when that kind of light goes off. It's really fun to see," Chalfant said. "I like being busy, and [teaching] keeps you busy in a good, constructive way."

Chalfant thinks music is an important aspect in education. "It's like how 'all work and no play makes Jack a very dull boy,'" she remarked. "The Greeks believe in that balance between this rigid structure and creativity and to be a whole person, you need that. Music just feeds something of that in your soul."

Chalfant grew up in Fresno but moved to Humboldt and went to Eureka High. She then attended HSU and recently completed her teaching credential year. She had a number of jobs during that time as well, including working with the children's theatre group, Kidco.

"I was working with Kidco and I gave pri-

vate voice lessons; lots of little things," Chalfant said. This included music directing or accompanying shows like The Little Mermaid, Alice in Wonderland, Once Upon a Mattress and Sleeping Beauty.

In addition to directing, she's also been featured in Shrek the musical as one of the three little pigs. Chalfant added that music can take you interesting places. "My senior year of high school we went to Hawaii for a choir festival," Chalfant said. "I also was a part of the Redwood Coast Children's Chorus and we got to go to the Czech Republic and Slovakia. We spent, like, a week in Prague."

With regards to her personal music taste, Chalfant says she enjoys "A little bit of everything. I really like musical theatre, opera, cheesy 80s, folk."

Teaching at NPA, one inevitable challenge the first year will be getting acquainted with the IB program, which she has never taught before. It has complex requirements and can be daunting to both students and teachers.

"This is my first time being exposed to the IB," Chalfant said. "It is going to be work, and take time."

There will, in all likelihood, be challenges, but with patience and persistence, the complex and often intimidating IB program becomes much more manageable.





PHOTO BY MAIA LEMANN  
Kids fingerpaint at the volunteer group’s after school program.

## Lemann’s memories of Monte Grande

By Myel Gilkerson  
Staff Writer

Maia Lemann, a senior at NPA, recently spent six weeks helping with volunteer work in Monte Grande, Nicaragua.

“The whole point of the volunteer program is to start volunteer projects in the communities, but you’re doing it on your own,” Lemann said. Instead of having the plans for the work laid out for her, as is usually the case with volunteer programs, Lemann found that it was up to her to instigate the community projects.

During the trip, Lemann worked with the volunteer program Amigos de las Americas on a variety of projects to benefit the local community. These projects were not what Amigos de las Americas or Lemann thought would be best, but rather what the people of Monte Grande wanted.

“The second day that we were there, we decided that we were going to arrange a meeting with everyone in the community, to find out what they wanted, and what they needed, and what the strengths of their community were,” Lemann said. Going door to door,



PHOTO BY MAIA LEMANN  
The main road that runs through Monte Grande, Nicaragua.

## What they think of us: common misconceptions about NPA

By Maya Makino  
Staff Writer

When my parents told me that I was going to NPA we were putting away dishes, and I wanted to throw a plate.

I told my mother that there was no way I was going to a preppy school for socially awkward stuck-up geniuses that “don’t even know what eyeliner is.” All the horrific things that I had heard about NPA from my Arcata High-bound peers at Pacific Union had made me positive that NPA was not for me.

When NPA senior Mo Barnes told his McKinleyville High classmates that he was transferring to NPA they cautioned him against going to a school for “stuck-up vegans.”

These prejudices are widely shared by most non-NPA teens I know. There still seems to be confusion in the community as to what NPA is actually like. There are some striking aspects about our small school that seem to get more attention than the more subtle ones. These can give people a distorted impression.

“Don’t you guys, like go to school in a church or something?” asked Arcata High junior Jonah Koerner. Well yeah, but...

Another thing that sets NPA apart from a typical high school is our social traditions. Our Cotillion Ball, with waltzing, receiving lines and elbow-length gloves, is quite different from regular high school dances.

**“Though there may be some truths to the rumors, what most non-NPA people do not understand is the sense of community and the respect for one another that I have found at NPA.”**

Maya Makino

Another uniquely NPA phenomenon is our bi-annual literature seminar. Imagine, if you can, the entirety of Arcata High spending the evening at their principal’s house and discussing War and Peace over vegetarian casserole and cabbage.

“Few NPA kids have Arcata High friends so NPA is judged more on academics than on their student body,” Gillen Martin, Arcata High senior, said. She added that Arcata High students believe that NPA students are “antisocial and socially inept.”

Martin is editor-in-chief of the Arcata High Pep-

Lemann and her two partners managed to arrange a gathering of about 17 locals to discuss what work would most benefit the community.

“[The program] also stresses the importance of having the native people play the primary role in all projects to deter from the stigma of past ‘relief’ or ‘volunteer’ projects,” Lemann said. While the volunteers would initiate many of the projects, the locals would do most of the work themselves.

Accompanying Lemann were two other students, Sadie Baurou and Suraiya Amershi, who worked on the same projects with the same program but lived with different host families. The living situations of these families were very rural.

“I stayed with a host family of seven, their 20 dogs, and other random animals. When sending a letter to their house you write a note underneath explaining it’s the house to the left of the pigs,” Lemann said. “There was running water from four AM to six AM for showering. I was luckier than my other two partners, who didn’t have running water at any time.”

Despite the rural living conditions, Lemann had little difficulty adjusting and retains many fond memories from the trip. “I made really good friends with this five-year-old boy Joswan. The last day he walked me home and I was trying to explain to him that I was leaving the next morning. He just didn’t understand that I wouldn’t be back and he burst into tears,” Lemann recalled.

Lemann also discovered that elements of her own culture had made it all the way to the remote village. “Me and Suraiya and Sadie would hang out with Judiella Ochoaz, who was Sadie’s host sister, and they’d listen to weird, kind of raunchy Spanish music, and dance. I’ve never seen people dance better than those Nicaraguans did.”

After the nearly two months spent in Monte Grande, Lemann felt very much at home. Looking back on the trip, she seems to miss her friends and host family. “I can’t believe I actually came home,” Lemann said.

## GUERRERO

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interest in teaching. She understands that there are reasons outside of school that can cause students to be less academically committed, and wants to be able to work proactively to help those students. “Wanting to offer that to some other human being,” is what makes Guerrero so passionate about her job.

In 2009 Guerrero moved to Humboldt to attend HSU and it was there that she rekindled her love for science. “I remember one day just walking around and being able to identify parts of a plant or understanding that these were actual organisms. It was really cool,” Guerrero commented, reflecting on freshman year of college when her botany class recaptured her interest in science.

From then on biology was her definite major, but the question of teaching was still unclear. All of Guerrero’s professors and peers urged her away from using her scientific knowledge in a classroom and encouraged her to work in a lab, but Alyssa followed her passion for teaching and helping teenagers to truly learn and engage.

“I specifically applied for NPA because I’d heard that it was a very different campus and that there wasn’t a lot of structure,” Guerrero said. When she first heard of NPA’s alternative learning environment she was drawn towards it, despite the warnings she received.

Guerrero’s colleagues at Arcata High, where she was student teaching, tried to discourage her from the position at NPA, pointing out that she would not have her own classroom. “I was hearing this and thinking ‘that sounds awesome!’” Guerrero admitted.

Guerrero was ready to take a job teaching overseas in Thailand when she saw two opportunities for her to be able to teach in Humboldt. Arcata High was offering a full-time teaching position, but Guerrero remarked that she was “restless with the rigid structure of a mainstream public school,” so she chose to come to NPA instead.

**“It’s not about the location, the resources, the space—it’s about the students and what I’m willing to do.”**

Alyssa Guerrero

Knowing one’s teacher is actually interested in the subject they teach is always comforting, and it is clear that Guerrero is enchanted by her field. “The weirdness of organisms is appealing to me,” she admitted. It is also important for high school teachers to enjoy having teenagers as their pupils. Lucky for NPA, Guerrero does. “I like working with this age group, you guys are just very real people,” she remarked.

The biggest challenge of teaching for her, besides NPA’s notorious copy machine, is social anxiety. Guerrero knows that eventually those feelings of nervousness dissipate and so she continues to strive towards accomplishing her overarching goal as a teacher.

“It’s not about the location, the resources, the space—it’s about the students and what I’m willing to do. It doesn’t really matter where you’re at, effective learning can happen in any space as long as both parties are willing to put in the effort,” Guerrero said. “For me, my purpose for being here is to try to offer you guys opportunities that help you learn and do what you want, versus what just makes it easy.”



PHOTO BY BRENDEN MORTON  
NPA gathers at the Lithia Park playground on the 2014 Ashland Trip.

perbox, Associated Student Body Secretary, and captain of the Arcata High volleyball team. “I wish I didn’t have to choose between aspects of NPA and Arcata High,” she said, explaining that she values the social and athletic sides of Arcata High but envies the academic and community-minded environment of NPA.

Though our blue heron mascot may not strike fear in to the hearts of tigers and panthers our tennis teams slay on the court. We also have competitive basketball and cross-country teams despite our small size.

When NPA freshman Makayla Fechner told her orthodontist Dr. Howard Hunt that she was going to NPA he said “Congratulations, it’s gonna be a lot more work. It’s the Harvard of high schools.”

NPA’s studious reputation is confirmed by multiple outside sources. This year the Washington Post ranked NPA as the 24<sup>th</sup> most challenging high school in the country and the second in the state. This is partially thanks to the fact that almost all juniors and seniors take international baccalaureate classes.

There is also the factor that 43% of the student body qualifies for subsidized lunches. Many people in the community do not realize that despite our high ranking, NPA is not a private school for super priv-

ileged rich kids. NPA is a public charter school and admission is by lottery, not by ability to pay.

NPA does tend to attract some of the more academically motivated, artistic students with educated parents, but in my experience I have found NPA students to be much like students elsewhere, only more is expected of them. This higher standard is the X factor. The students are normal people in a more demanding and supportive environment. The faculty asks a lot of us, but they’ll hold our hands through the process.

Though there may be some truths to the rumors, what most non-NPA people do not understand is the sense of community and the respect for one another that I have found at NPA. It’s hard to explain this feeling to someone else who has not experienced it, but it’s the way that students joke with the teachers and the sense that I could sit down with any group in the school and feel accepted. These are things that I have not experienced in some schools even smaller than NPA.

Three-plus years later I can’t believe how incredibly lucky I am to go to NPA. And I am happy to report that at least a third of the students have some vague idea of what eyeliner is.





# Freeman Writes Screenplay

## Sharing the story of the Modoc War



PHOTO BY TRINITY MORTON  
Freeman poses in front of school during a break from teaching.

By Trinity Morton  
Staff Writer

After three years of writing and research, Andrew Freeman finished his screenplay based on the events of the Modoc Indian War in the northeast corner of California in 1873.

“It’s a really engaging story. It has a lot of twists, turns and dramatic elements to it ... I just realized I could really see it being on the screen,” Freeman said.

The history of the Modoc War originally drew Freeman in as a teenager and the story has become very important to him. Despite the war’s well-documented history, not very many Americans know about it. This is something that Freeman would like to change.

“[The Modoc War] doesn’t get the same kind of attention as the war on the Plains, or Geronimo and the Apaches, or Custer’s Last Stand, which has become

kind of ingrained in American history courses and portrayed in art. This story never has been. It’s an important story to me, and I feel like if I could get it turned into a film ... it could be an avenue to get the story out,” Freeman said.

The history of the Modoc War impacted Freeman greatly when he was young. He reflected, “[This history] was a big shift in consciousness for me about what it means to be an American. I think I’d pretty much had the apple pie version up to that point.”

His shift in consciousness effected by American history ultimately led him to “look at things more deeply and question things,” an approach that is still apparent in the way he teaches history today. If this screenplay goes to production, it will hopefully prompt others to consider history in a new light.

Aside from the Modoc War being little known, there are other unconventional elements to Freeman’s screenplay. He wants to present the Modoc Indians realistically, unlike most other films based on Native American people. He referenced two distinct eras: the 30s, 40s and 50s, in which Native Americans were portrayed as “awful stereotypes” in ‘Cowboy vs. Indians’ type films, and the later era of the 70s, 80s and 90s that presented Native people more sympathetically, but still not realistically.

“Dances with Wolves for example—a great film, don’t get me wrong—I think it’s a really important film, but it portrays the Sioux people as these perfect beings,” Freeman remarked. “In the film they all have white teeth. They all just look perfect, and everything’s all smooth, and that’s not very real either.”

Freeman’s screenplay differs from past films by displaying the Modoc people fairly. He divulged, “...we get into the characters more and we find that amongst the Modocs themselves, they have their villains and imperfections. So in that sense I’m not following the course of other films that have come out.”

**“...I’m not following the course of other films that have come out.”**

Andrew Freeman

Freeman is very concerned with representing the culture and characters in his potential film accurately. Because of this, he said that creating made-up dialogue for the historical figures in his screenplay was the most challenging part of the writing process.

“The biggest challenge for me has been taking these real people, some of whom I really care about ... like Captain Jack and Toby Riddle, [and] putting words in their mouths,” Freeman said. “I’ve agonized a lot about the dialogue, and I’ve changed it a lot because it just feels a little awkward to do that.”

The particular character that has sparked Freeman’s interest is Winema, also known as Toby Riddle. She played a very interesting and underrated role in the war. Winema was cousins with Captain Jack, chief of the Modoc people, and also married to a white man. She served as an interpreter because she spoke English.

Under the surface of her role as an interpreter, Freeman explained, “She was really a pacifist. She was in this horrible position where she loved her people, she knew that they were strong and could put up a good fight, but she knew that ultimately they would lose.”

Freeman believes that very few people are aware of the significance of Winema’s character. She gradually became the central focus of Freeman’s screenplay as he researched deeper into the war, and the current working title of his film is “Winema.”

Freeman is unsure of what the next step will be now that he has finished writing. He has no prior experience with either writing screenplays or going to production, but would like to try and have his story produced. “It was really cool writing it, and I’d like for something to happen with it. I put a lot of work into it,” he said.

Even with unsure footing on where to turn to next, Freeman has emerged an expert on the Modoc War, and also as a more widely developed writer. He noted,

“I read about these events, but in thinking about them on the screen I had to create scenes; I had to create real moments.”

# Girls’ Tennis season ends;

## seniors say goodbye to the courts



PHOTO SUBMITTED  
The Girls’ Tennis team poses in front of the tennis van.  
Back row, left to right: Anna Farquar, Annajane Murphy, Annaliese Parkhurst, Gaia Denisi, Ananda Quin, Tessa Paulson-Palmer, Leah Selcer  
Front row, left to right: Zalia Finegan, Claire McCoy, Kendyll Rogers



PHOTO SUBMITTED  
Senior Annajane Murphy, who started playing tennis as a freshman, concentrates during a match in her last season.



# All That Jazz

## Gregg Moore conveys the spirit of NPA Jazz Band



PHOTO BY ZALIAH FINEGAN  
Sophomore Jeremy Reiner with his cello during Jazz Band practice.

**By Gaia Denisi**  
*Staff Writer*

“Starting the day with music is just about the best idea since proverbially sliced bread,” Gregg Moore, instructor of the NPA Jazz Band claims, and the young Jazz musicians do just that.

Every Monday, Wednesday, and Friday they’re up at dawn to gather in NPA’s esteemed Sanctuary and play unique, creative compositions.

“The Jazz band consists of hardy souls that are willing to get up early to play music together,” Moore said. “That makes for a special community.”

Moore has had an extensive and varied background in music himself, and he certainly brings a lot to the table.

“After graduating college in Utah I went to Europe as a musician with a theatre company, and I ended up staying for 30 years,” Moore said. “I played a lot of experimental music; Jazz, Blues, Reggae...”

Moore believes his time in Europe greatly affected his perspective on music and how it should be taught to the younger generations.

“Europeans were all about painting outside of the lines. Americans were about following the rules,” Moore explained. “That spirit of creativity, always reaching for something new is more in keeping with Jazz music than what is generally promoted in the Jazz education industry.”

The Jazz Band certainly exemplifies the creative spirit. More casual than a classroom, more intimate than a Big Band, the NPA Jazz Band provides a unique and friendly environment for creativity, discussions, and growth.

“It’s designed as a fun place to learn,” Moore said. “The NPA Jazz Band provides an interesting opportunity for students to play together as an ensemble. To me that’s one of the most important aspects of music.”

Just as he strives to create an open-minded and creative environment, Moore uses compositions that are especially complex and unique. Moreover, he does all of the arrangements himself.

“That’s a really important thing about our Jazz Band,” Moore explained, “we play music that is specifically tailored to suit individuals in the group.”

Even though there are many different skill levels within the band, Moore is able to push each student at their own speed due to his original arrangements. This is essential to a healthy learning environment.

“My goal is to get individuals to stretch a little farther each day,” Moore said, “and I get an opportunity to get stretched as well. To mold all these different personalities into a cohesive whole.”

The Jazz band has many goals for this year. In addition to school-related performances such as the Fall Cabaret and the French Dinner, it is also looking forward to other events in the community such as the Redwood Coast Jazz Festival, the All Species Parade, and the North Coast California Music Educators Association (NCCMEA).

“The NCCMEA is always great,” Moore said. “All the local music educators come together to play and critique each other’s work.”

For many years Gregg Moore has been an essential part of the local musical community and is always involved in a variety of interesting projects and groups.

“I’m always trying to get students involved too,” he said. “There are a lot of unique performing opportunities coming up.”

The Jazz band is looking forward to another wonderful year of music, exploration, and growth, and hopefully by the end of it, “[We’ll have left] people smiling and reaffirmed NPA as a place where

spectacular things happen.”



PHOTO BY ZALIAH FINEGAN  
Senior Morris Barnes gets jazzy with his guitar and expression during an early morning practice in the church sanctuary.

# The Heron Herald Staff



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